English scope and sequence – Foundation to Level 6 achievement standards (by language mode)

| **Foundation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| --- | --- | --- | --- | --- | --- | --- |
| Language mode: Speaking and Listening | | | | | | |
| When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.  They share thoughts and preferences.  When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice. | When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.  They explore language to express preferences and opinions.  When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice. | When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.  They explore the language of appreciation and provide reasons for preferences.  When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice. | When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions.  They explore the language of evaluation and emotion.  When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice. | When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts.  They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings.  When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice. | When interacting with others, students use vocabulary precisely and select language for social purposes and roles, to clarify meaning and make connections.  They extend their discussion beyond bare assertions and account for differing opinions and authoritative sources.  When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language for a specific purpose and use appropriate features of voice. | When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning.  They explore objective and subjective language and identify bias.  When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice. |
| Language mode: Reading and Viewing | | | | | | |
| When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.  When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.  They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning. | When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.  When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.  They read some unfamiliar words and most high-frequency words.  When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts.  They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as subject–verb agreement and tense; and knowledge of apostrophe use.  They read multisyllabic words with more complex letter patterns.  When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred meanings. They share personal preferences for texts.  They explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation. They identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue.  When demonstrating understanding of texts, students consider storylines, ideas and relationships between characters to build literal and inferred meanings. They describe the effects of text structures and language features. They share opinions about texts.  They explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation. They describe how literary devices, such as wordplay, shape meaning. They explore the framing and composition of still images and moving images and the use of sound. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge, and grammatical knowledge such as complex sentences and the use of clauses for effect.  When demonstrating understanding of texts, students identify textual aspects that represent details about historical, cultural and social contexts. They describe how texts convey feelings, mood, actions and ideas to build literal and inferred meanings. They evaluate information and ideas in texts. They explain how different types of texts, both print and digital, are organised into characteristic stages for purpose. They discuss the effects of imagery and sound devices in texts. They explain how the sequence of still images, and moving images and sound, create or affect meaning. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas.  When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.  They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes. They explain the effects of imagery and sound devices in texts. They explain how still images, moving images and sound create point of view. |
| Language mode: Writing | | | | | | |
| When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.  They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.  They form letters and spell most consonant-vowel-consonant (CVC) words. | When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits.  They select learning area or topic-specific vocabulary.  They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation. | When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement.  They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links.  They begin to make deliberate choices when applying learnt vocabulary.  They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices.  They use text structures to begin to develop paragraphs for different purposes. They use grammar and punctuation to appropriately represent processes and connections, including using modal verbs.  They extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.  They write texts using letters that are joined, accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts, learnt topics or topics of interest, and include appropriate multimodal elements. They edit their texts to improve content and structure.  They use text structures to sequence and connect ideas and to develop paragraphs. They use grammar and punctuation to create relationships, including through the use of tense.  They expand their vocabulary, such as through using synonyms and antonyms, and they use adverbial phrases to build meaning. They explore language features, including wordplay.  They write texts using clearly formed joined letters with developing fluency. They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | When creating written and spoken texts for specific purposes and audiences, students develop ideas and adapt textual details drawn from texts and include appropriate multimodal elements. They edit their texts using an agreed set of criteria.  They use text structures, including paragraphs, to create prominence and build sequence and cohesion. They use grammar and punctuation, including complex sentences to provide additional information and description.  They use precise vocabulary, such as specialist and technical terms. They experiment with language features, including figurative language.  They write legibly and fluently. They spell new and unfamiliar words using phonic, morphemic and grammatical knowledge. | When creating written and spoken texts for specific purposes and audiences, students explore ideas and experiment with textual details from texts, and include appropriate multimodal elements. They edit their texts using an agreed set of criteria and explore editing choices.  They use text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity.  They use vivid, emotive vocabulary. They experiment with language features and literary devices.  They write legibly and fluently for sustained periods. They spell new and technical words using phonic, morphemic and grammatical knowledge. |